

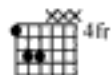
VISIT...

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IT TAKES TWO

Moderately

Ab5



The musical score is written for piano and voice. It features a 4/4 time signature and a key signature of three flats (Bb, Eb, Ab). The tempo is marked 'Moderately'. The score is divided into three systems, each with a vocal line and a piano accompaniment. The piano accompaniment consists of a right hand and a left hand. The vocal line includes lyrics. The score includes various musical notations such as notes, rests, and dynamic markings. The first system shows the vocal line starting with 'Is Mer-cu - ry in' and the piano accompaniment starting with a forte (f) dynamic. The second system shows the vocal line with 'ret - ro - grade, or is that the ex - cuse — that I've al - ways made, — 'cause' and the piano accompaniment. The third system shows the vocal line with 'I want to blame . you. But I can on - ly blame my -' and the piano accompaniment. The score includes fingering diagrams for the Ab5, F5, Db5, and Eb5 chords. The piano accompaniment includes a forte (f) dynamic marking and a crescendo marking.

Is Mer-cu - ry in

ret - ro - grade, or is that the ex - cuse — that I've al - ways made, — 'cause

I want to blame . you. But I can on - ly blame my -

Ab5

- self. Yeah, it's eas - y to throw _ you

F5

un - der the bus. ____ Or call you cra - zy ____ while ____

Db5

fill - ing my cup. ____ I say these things to hurt _ you,

Eb5

but I on - ly hurt my - self.

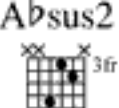
Oh, — I can on - ly take re - spon - si -
I can on - ly be the change you

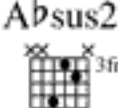
bil - i - ty see, yeah, for me. — } It takes
want to see, to see. — }

two, two sides to ev - 'ry sto - ry. Not just you. I can't

keep ig - nor - ing. I ad - mit half of it; I'm not that in - no - cent.

Chords: Fm, Eb/G, Ab, Eb, Db, Ab/C, Db, Ab/sus2, Ab, Fm(add4), Fm, Fm(add4), Fm, Ab/sus2, Ab/Db, Eb/sus.







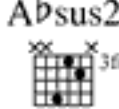

Oh _____ yeah, it takes two, two sides to



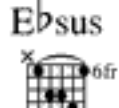
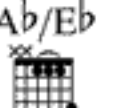


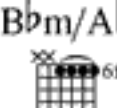

ev - 'ry sto - ry. Not just me. You can't






keep ig - nor - ing. Let me be first, ba - by,


to say I'm sor - ry. (I'm sor - ry.) I've

To Coda 

Ab^bsus Ab Ab^bsus Ab

faced my de - mons, ____ yeah, I paid my dues. ____ I

Db6/9/F Fm7 Db6/9/F Fm7 Ab^bsus2/Db Ab/Db

had to grow up; I wish you could too. ____ I want - ed to save _ you

Eb7sus Ab/Eb Ab^bsus2 Ab5 Ab^bsus2 Ab5

but I can on - ly save my - self. Oh, _

² Bbm/Ab Ab Fm

I point my fin - ger, but it

E $\flat$ (add4) E $\flat$ D $\flat$ sus2 E $\flat$

does me no good. I look in the mir - ror and it tells me the truth, — yeah.

Fm E $\flat$ (add4) E $\flat$

Why are these les - sons al - ways learned the hard way?

C5 D.S. al Coda

Is it too late to change? — Oh, — it takes

CODA B $\flat$ m/A $\flat$ A $\flat$

(I'm sor - ry.)

Fm7 E $\flat$ /G A $\flat$ E $\flat$ D $\flat$